

Name _____ Date _____ Teacher _____

Third Grade Module 2: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Note: Problem 5 is scored differently since it is a timed assessment of fluency. Students complete as many problems as they can in 100 seconds. Although this page of the assessment contains 40 questions, answering 30 correct within the time limit is considered passing.

Score Key: A Progression of Learning

| | | | |
|---|--|---|--|
| Little or no evidence of reasoning with an incorrect answer. (1 Point) | Evidence of some reasoning with an incorrect answer. (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | Evidence of solid reasoning with a correct answer. (4 Points) |
|---|--|---|--|

| Module 2: End-of-Module Assessment | | | | | | | | | |
|------------------------------------|-----------------------------------|----------------------|-----------------------------------|-----------|---------|--------|--------|--------|---|
| Question | Domain | | | Standards | | | | | |
| | Number and Operations in Base Ten | Measurement and Data | Operations and Algebraic Thinking | 3.NBT.1 | 3.NBT.2 | 3.MD.1 | 3.MD.2 | 3.OA.7 | |
| 1 | 1 2 3 4 | 1 2 3 4 | | X | | | X | | |
| 2 | 1 2 3 4 | | | | X | | | | |
| 3 | 1 2 3 4 | 1 2 3 4 | | X | X | X | | | |
| 4 | 1 2 3 4 | | | X | X | | | | |
| 5 | 1 2 3 4 | 1 2 3 4 | | X | X | X | X | | |
| 6 | | | 1 2 3 4 | | | | | | X |

| Domain Score | Number and Operations in Base Ten | | Measurement and Data | | Operations and Algebraic Thinking | |
|--------------|-----------------------------------|------------|----------------------|------------|-----------------------------------|--------|
| Total Points | | | | | | |
| Level | 4 | 18-20 pts. | 4 | 11-12 pts. | 4 | 4 pts. |
| | 3 | 13-17 pts. | 3 | 8-10 pts. | 3 | 3 pts. |
| | 2 | 8-12 pts. | 2 | 5-7 pts. | 2 | 2 pts. |
| | 1 | 5-7 pts. | 1 | 3-4 pts. | 1 | 1 pt. |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Third Grade Module 2: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)

- 3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of “times as many”; see Glossary, Table 2.)

Multiply and divide within 100.

- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.